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ABSTRACT

This book examines the effect of racial, ethnic, and cultural factors on the process of identifying and serving students with emotional or behavioral disorders. The book acknowledges the importance of diversity among students with behavioral disorders, and the need to consider their diversity in identifying their behaviors and intervening to change them. Chapters include, among others: "Cultural Biases in the Identification of Students with Behavioral Disorders" (Eun-Ja Kim Park and others); "Perspectives on Culture and Aggression: Implications for Educators" (Mary Kay Zabel and Robert H. Zabel); "Childhood Depression: Ethnic and Cultural Issues in Special Education" (Robert S. Rueda and Steven R. Forness); "Juvenile Delinquency in the Context of Culture and Community" (C. Michael Nelson and Cheryll A. Pearson); "Perceptions about Behavioral Disorders in African-American Cultures and Communities" (Mary G. Anderson); "Behavioral Disorders in the Context of Asian Cultures (Sharon Ishii-Jordan and Reece L. Peterson); "Behavioral Disorders in Hispanic-American Cultures" (Placido A. Hoernicke and others); "Native Americans and Behavioral Disorders" (Michael Kallam and others); "Religion and Mental Health" (Frank H. Wood); "Behavioral Disorders and Gender/Sexual Issues (ReNae S. Kehrberg); "Immigration, Refugee and Generational Status as Related to Behavioral Disorders" (Robert D. Morrow); "Teaching Urban Youth with Behavioral Disorders" (Thomas McIntyre); and "Behavioral Disorders and the Culture of Street Gangs" (Donald W. Kodluboy). An appendix outlines assessment practices that accommodate cultural diversity and individual differences. (Most papers have references.) (JDD)